Unit 2 Quiz 1

Rhetorical Devices & *Tuesdays with Morrie* (pages 1-113)

**Part 1**

**Literary Term and Rhetorical Devices-- Knowledge.**

1. Pathos

a. comparing two things using like or as

b. sentence structure

c. appeals to logic

d. appeals to emotion

e. repetition of beginning words or phrases

ab. word choice

ac. the manner or order in which a narrative is presented

ad. language that appeals to the senses

ae. attitude of the author

bc. appeals to ethics

bd. the perspective from which the story is told

1. Syntax
2. Tone
3. Simile
4. Ethos
5. Diction
6. Anaphora
7. Logos
8. Narrative structure
9. Imagery
10. Point of View

**Part 2**

**Literary and Rhetorical Devices—Application**

**Directions:** Read the following excerpt from *Tuesdays with Morrie*

**The Curriculum**

The last class of my old professor's life took place once a week in his house, by a window in the study where he could watch a small hibiscus plant shed its pink leaves. The class met on Tuesdays. It began after breakfast. The subject was The Meaning of Life. It was taught from experience.

No grades were given, but there were oral exams each week. You were expected to respond to questions, and you were expected to pose questions of your own. You were also required to perform physical tasks now and then, such as lifting the professor's head to a comfortable spot on the pillow or placing his glasses on the bridge of his nose. Kissing him good-bye earned you extra credit.

No books were required, yet many topics were covered, including love, work, community, family, aging, forgiveness, and, finally, death. The last lecture was brief, only a few words.

A funeral was held in lieu of graduation.

Although no final exam was given, you were expected to produce one long paper on what was learned. That paper is presented here.

The last class of my old professor's life had only one student.

I was the student.

*It is the late spring of 1979, a hot, sticky Saturday afternoon. Hundreds of us sit together, side by side, in rows of wooden folding chairs on the main campus lawn. We wear blue nylon robes. We listen impatiently to long speeches. When the ceremony is over, we throw our caps in the air, and we are officially graduated from college, the senior class of Brandeis University in the city of Waltham, Massachusetts. For many of us, the curtain has just come down on childhood.*

*Afterward, I find Morrie Schwartz, my favorite professor, and introduce him to my parents. He is a small man who takes small steps, as if a strong wind could, at any time, whisk him up into the clouds. In his graduation day robe, he looks like a cross between a biblical prophet and a Christmas elf. He has sparkling blue-green eyes, thinning silver hair that spills onto his forehead, big ears, a triangular nose, and tufts of graying eyebrows. Although his teeth are crooked and his lower ones are slanted back--as if someone had once punched them in--when he smiles it's as if you'd just told him the first joke on earth.*

*He tells my parents how I took every class he taught. He tells them, "You have a special boy here." Embarrassed, I look at my feet. Before we leave, I hand my professor a present, a tan briefcase with his initials on the front. I bought this the day before at a shopping mall. I didn't want to forget him. Maybe I didn't want him to forget me.*

*"Mitch, you are one of the good ones," he says, admiring the briefcase. Then he hugs me. I feel his thin arms around my back. I am taller than he is, and when he holds me, I feel awkward, older, as if I were the parent and he were the child.*

*He asks if I will stay in touch, and without hesitation I say, "Of course."*

*When he steps back, I see that he is crying.*

**12. The change in the font from plain text to italics is an example of a shift in**

* 1. Narrative structure
  2. Point of view
  3. Inference
  4. Syntax

**13. The verb tense in the non-italicized font is past tense, whereas the verb tense in the italicized portion is in present tense. What is the effect of this shift?**

1. It makes the past feel more distant.
2. It causes the reader to feel more connected to the events that happened earlier in the characters’ lives.
3. It demonstrates from the onset that the narrator has changed.
4. Both b and c

**14. Paragraph 9 demonstrates strong**

1. Imagery
2. Irony
3. Syntax
4. Aphorism

**15. Which of the following is an example of a simile?**

1. “He twisted and turned, he waved his hands like a conductor on amphetamines...”
2. “Then he commandeered the floor, shooting back and forth like some hot Latin lover.”
3. “One day he was walking along the Charles River, and a cold burst of wind left him choking for air. He was rushed to the hospital and injected with Adrenalin.”
4. Both a and b

**16. In paragraphs 10-13 the tone is:**

a. Judgmental

b. Indifferent

c. Critical

d. Reminiscent

**Read the following excerpt from *Tuesdays with Morrie***

After graduating, Mitch worked to be a pianist, but things didn’t go well. After a frightening experience with pancreatic cancer, Mitch explains:

“I stopped renting. I started buying. I bought a house on a hill. I bought cars. I invested in stocks and built a portfolio. I was cranked to a fifth gear, and everything I did, I did on a deadline. I exercised like a demon. I drove my car at breakneck speed. I made more money than I had ever figured to see…

…I buried myself in accomplishments, because with accomplishments, I believed I could control things…”

**17. Identify the simile from the excerpt:**

1. “I stopped renting. I started buying.”
2. “I exercised like a demon.”
3. “I made more money than I had every figured to see…”
4. “I drove my car at breakneck speeds.”

**18. Which literary/rhetorical device can *best* be seen in the following line: “I stopped renting. I started buying. I bought a house on a hill. I bought cars.”**

1. Syntax
2. Simile
3. Narrative Structure

**Read the following passage from *Tuesdays with Morrie*:**

ALS is like a lit candle: it melts your nerves and leaves your body a pile of wax. Often, it begins with the legs and works its way up. You lose control of your thigh muscles, so that you cannot support yourself standing. You lose control of your trunk muscles, so that you cannot sit up straight. By the end, if you are still alive, you are breathing through a tube in a hole in your throat, while your soul, perfectly awake, is imprisoned inside a limp husk, perhaps able to blink, or cluck a tongue, like something from a science fiction movie, the man frozen inside his own flesh. This takes no more than five years from the day you contract the disease.

**19. The point of view of this excerpt is**

1. Second person
2. First person
3. Third person
4. None of the above

**Read the following aphorisms:**

"Accept what you are able to do and what you are not able to do."

“Learn from the past without denying it or discarding it.”

“When you’re in bed, you’re dead.”

**20. Which of the following theme/s is/are best demonstrated through these aphorisms?**

1. Accept your lot in life and make the best of it.
2. Don’t be held back by the negative things in life, accept them and learn from them.
3. Recognize that bad things happen in people’s lives.
4. A and B

**Read the following quote:** “[Morrie] made a vow that he kept to the end of his life; he would never do any work that exploited someone else, and he would never allow himself to make money off the sweat of others.”

**21. Morrie’s vow is an example of which appeal?**

1. Logos
2. Pathos
3. Ethos
4. Simile

**Read the following article:**

**“Technology has Unleashed Ugliness in Us”**

There is another story here.

That it has escaped us thus far is not surprising. After all, the primary story, the obvious one, is compelling and sad.

In recent weeks, a string of teenagers have killed themselves after being tormented by classmates because they were, or were believed to be, gay. That includes 13-year-old Seth Walsh, who hanged himself, 13-year-old Asher Brown, who shot himself, 15-year-old Billy Lucas, who hanged himself. It includes Tyler Clementi, an 18-year-old freshman at Rutgers who leapt into the Hudson River after his roommate secretly ``webcammed'' him making out with another man in their dorm room and streamed it live.

Add in the bizarre case of Chris Armstrong, a gay University of Michigan student who is the target of ongoing harassment by no less august a personage than Michigan Assistant Attorney General Andrew Shirvell, and it's not hard to understand why the headline here is about the bullying of gay young people. In a 2005 Harris Poll, a staggering *90 percent* of gay students (versus 62 percent of straights) reported being harassed or assaulted in school. So, yes, the headline is appropriate.

But separate Tyler Clementi from the others and you'll see: There's also another story here.

Imagine an alternate scenario. Imagine that instead of a guy, Clementi was making love with a girl when his roommate, Dharun Ravi, went to another dorm room, remotely activated his webcam, and broadcast it to the world. With the distracting filter of homosexuality removed, a troubling question emerges.

Forget gay or straight. How do you do that to someone? *Anyone?* How do you broadcast someone's moment of intimacy or private indiscretion for the world to laugh at? And why?

As it happens, the Clementi tragedy was roughly coincident with a video that has been making the rounds in journalism circles. It takes place in a television newsroom. As a news reader is reporting in the foreground, an intern behind her, oblivious to the live camera, picks her nose and appears to eat what she finds. A link to the video reached my inbox with a note calling it hilarious.

I disagreed. After all, this wasn't a clip from some sitcom. This was a real person, a young woman, finding herself reduced to a national punch line, a laughingstock, all because of one ill-considered moment.

What she did was distasteful, yes. But the decision to share it with the whole wide world was worse.

Proof that these are not isolated incidents is as close as YouTube. There is always some video going around whose calculated effect is nothing more or less than humiliation on a global scale. Technology, it seems, has unleashed an ugliness in us.

In a Facebook, iPad, automated teller, self-serve, smartphone, e-mail, voice recognition kind of world, it is increasingly possible to make it through an entire day without the bother of having to interact with other human beings. Maybe as a result, we are forgetting how.

No, there is nothing new about pulling pranks.

What is new is the distance we now have from other people, this tendency to objectify them.

What is new is the worldwide reach technology now affords us.

And what is new is the cruelty, this willingness to casually destroy someone else with a few clicks of a mouse.

It is as if we have forgotten or never knew: people are not objects. They have feelings. They have intrinsic dignity and worth. And each of us is bound to respect that. There are things you just don't do to other people, and the fact that technology makes those things easy to do doesn't make that any less true.

So yes, there is another story here, and it is wrenching, simple, and self-evident: Tyler Clementi was a human being.

And he wasn't treated like one.

**Based on the above article, answer the following questions:**

**22. The first paragraph of the article is only one sentence long. The author chose to use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to grab the reader’s attention.**

a. diction

b. imagery

c. syntax

d. metaphor

**23. In paragraphs 2 and 3, Leonard Pitts appeals to our emotions. This is called**

a. pathos

b. ethos

c. logos

d. kairos

**24. In paragraph 4, the author cites the 2005 Harris Poll, in which statistics are used. This persuasive appeal is called**

a. pathos

b. ethos

c. logos

d. kairos

**25. In paragraphs 14-16, Pitts uses a rhetorical device to drive home the easy accessibility people have with technology to ruin a person’s life. Which is it?**

a. syntax

b. anaphora

c. narrative structure

d. point of view

**26.** **Throughout the article, pronouns such as “us” and “you” are used to communicate directly to the reader. Therefore, the article is written in**

a. third person point of view

b. second person point of view

c. first person point of view

d. omniscient third person point of view

**27. In paragraphs 18 and 19, the tone of the author is**

a. outraged

b. sad

c. fearful

d. questioning

**28. Which of the following themes BEST fits the article?**

a. technology is a benefit to society

b. some people don’t know how to take a joke

c. technology is everywhere, so think before you act

d. technology allows us to forget that we are all human beings

**29. The reader can infer that Leonard Pitts believes**

a. technology is a bad thing.

b. that people, in general, are mean and cruel to each other.

c. people were never mean before the advances in technology.

d. technology has allowed us to be cruel in ways we weren’t before.

**30.** Leonard Pitts began and ended his narrative with the same statement. This action of beginning and ending the story in the same manner, best depicts his

a. narrative structure

b. imagery

c. inference

d. theme

**Part 3**

***Tuesdays with Morrie*--Content**

**31. What is Morrie’s favorite hobby?**

a. Playing checkers

b. Watching afternoon soap operas

c. Gambling

d. Dancing

**32. What is Mitch’s professional career?**

a. A journalist

b. A newscaster

c. A musician

d. A computer technician

**33. On what topic does Mitch write his honors thesis at Bradeis?**

1. Sports as a religion
2. Morrie as a mentor
3. Victorian-era feminism
4. Medieval religious art

**34. What does Mitch bring Morrie each week as a gift?**

1. A box of expensive chocolates
2. Copies of his favorite books.
3. Food
4. Movies

**35. What does ALS stand for?**

1. Alzheimer’s disease
2. A-typical Ligamentary Structure
3. Amyotrophic Lung Seizure
4. Amyotrophic Lateral Sclerosis, also known as Lou Gherig’s disease

**36. What is the catalyst (means or reason) for Mitch’s surrender to the corporate world?**

1. His daughter’s birth
2. His father’s death
3. His uncle’s death
4. Marriage

**37. Before his interview with Ted Koppel, Morrie**

1. Interviews Koppel
2. Dresses in a suit and tie
3. Has his picture taken with Koppel and his crew
4. Tells Koppel how honored he is to be the subject of his interview

**38. Morrie admits that he had thought of Ted Koppel as a**

1. Poor interviewer
2. Greedy celebrity
3. Narcissist
4. Great guy

**39. Mitch nicknames Morrie**

1. Buddy
2. Coach
3. Mack
4. Big Papa

**40. What does Morrie mean by “tension of opposites”?**

1. Life is like a wrestling match; love always wins
2. Love struggles against hate
3. The good struggles against the bad
4. Life is like a baseball game; love always wins

**41. Morrie repeatedly tells Mitch that he must create his own**

1. Religion
2. Life
3. Relationships
4. Culture

**42. After promising “to keep in touch with his dear and wise professor”, Mitch did not. He became absorbed in his carrer, but came upon Morrie again. How?**

a. He saw him in an interview with Katie Couric on the “Today Show”

b. He saw him interviewed by Baraba Walters

c. He saw Morrie on the Oprah Show

d. He saw Morrie in an interview with Ted Koppel on “Nightline”

**Part 4**

**Short Answer**

**Directions:** You are r**equired** **to answer #43**. **After you answer #43, pick three** out of the five remaining to respond to. Be sure that your responses are thoughtful and complete.

**43.** **REQUIRED QUESTION:** What are the norms and expectations of society regarding death? How does Morrie compare or contrast with those norms? Use textual evidence to support your conclusion.

44. ALS is compared to a lit candle. Which literary devices is this? Describe the effect of this literary device.

45. The narrative structure flips back and forth between past and present as indicated by italics. What is the effect of this narrative structure? Be detailed and specific.

46. We have read up to page 113. At this point in the text, what do you think the author’s purpose is? Explain and support it with evidence.

47. Provide at least two examples of parallels that have emerged between Mitch and Morrie. What do you believe the reader is to take away from these parallels? Explain.

48. At this point in the story, Morrie has shared many life lessons and aphorisms with Mitch. Which do you think is the most profound? Explain.